

Summary of In My House Application to Idaho Standards

823. HEALTHY LIFESTYLES.

Standard: The student will:	Content Knowledge & Skills	<i>In My House</i> Application
01. Acquire the essential skills to lead a healthy life.	a. Identify the influence exercise has in developing a healthy system.	"My Body" module explores the role that exercise plays in overall health and wellness; students are exposed to strategies for increasing physical activity and exercise, assess their current exercise habits and set personal goals for increased exercise.
	b. Identify prevention, causes, and treatment of diseases and disorders	"My Body" module promotes health and disease prevention by helping students to improve eating habits, increase physical activity, practice healthy stress management strategies and avoid use of alcohol and other drugs.
	c. Demonstrate and be able to apply basic first aid and safety rules.	N/A
	d. Describe emotions that affect personal health.	"My Feelings" module takes a comprehensive look at feelings and provides students with strategies for experiencing and expressing feelings in a healthy, constructive manner. Special emphasis is placed on feelings of happiness, fear, anger, pride and sadness. Decision-making, self-efficacy, seeking support from others, acceptance and relaxation skills are integrated into the "My Feelings" workbook.
	e. Identify the choices and consequences related to abuse of alcohol, tobacco and other drugs.	The "Alcohol, Tobacco & Other Drugs" module provides information about the short and long-term effects of alcohol, tobacco and other drugs (depressants, marijuana, stimulants, cocaine/crack, opiates, inhalants). Normative education is applied throughout. A no-use message is promoted. Decision-making, goal-setting, creativity and assertiveness/refusal skills are applied and practiced through journaling and role-plays. Alcohol, tobacco and other drugs is also addressed briefly within the "My Body," "Having Fun" and "My Future" modules.
	f. Apply strategies for developing healthy eating habits.	The "My Body" module provides information about a balanced diet, helps students self-assess their current eating habits and guides them to set personal goals for improved eating habits. The importance of physical activity in conjunction with good nutrition is addressed.
	g. Identify the functions and characteristics of the major body systems.	N/A

01. Acquire the essential skills to lead a healthy life. (continued)	h. Discuss and evaluate the importance of healthy relationships.	The "Relationships" module address ingredients of healthy relationships (honesty, respect, self-esteem, caring), helps students self-assess their current relationships and explore ways to strengthen these relationships. Communication, self-efficacy, relaxation, acceptance and decision-making skills are emphasized in this module.
	i. Examine factors involved in selecting and using health information, products, and services.	N/A
	j. Describe environmental health issues and their relationships to a healthy lifestyle.	N/A

824. Risk-Taking Behavior

Standard -- The student will:	Content Knowledge and Skills:	<i>In My House</i> Application
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Identify risk factors for illness and injuries.	The "My Body" module provides information about a balanced diet and the consequences of a poor diet, helps students self-assess their current eating habits, and guides them to set personal goals for improved eating habits. The importance of physical activity in conjunction with good nutrition is addressed. STDs are introduced. Communication, imagination, assertiveness/refusal, decision-making, and acceptance skills are practiced in this module.
	b. Examine and evaluate how the actions of one person affect the behaviors of others.	The "Respecting Others" module defines and discusses diversity, prejudice, stereotypes, intolerance, and violence and explores how these impact students and others. Tolerance and empathy are defined and encouraged. Conflict resolution, communication, acceptance, goals-setting, self-efficacy, and decision-making skills are applied in this module.
	c. Describe high-risk substance abuse situations and behaviors that pose a risk to one's self and others.	The "Alcohol, Tobacco & Other Drugs" module discusses high-risk substance abuse situations and teaches assertiveness/refusal skills. These skills are practiced through journaling in the workbook and through role-plays. Finding alternatives to high-risk substance situations and behaviors is addressed in the "Alcohol, Tobacco & Other Drugs" and the "Having Fun" modules.

01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (continued)	d. Describe the impact of risky behaviors on personal and family health.	The "Alcohol, Tobacco & Other Drugs" module explores the negative legal and personal consequences of substance use. In addition, the "Having Fun" module defines and discusses healthy vs. unhealthy risk-taking and helps students weigh the benefits and consequences of "joining in" when they feel pressure to engage in high-risk activities. Communication, self-efficacy, decision-making, and goal-setting skills are practiced.
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825. Communication Skills for Healthy Relationships

Standard -- The student will:	Content Knowledge and Skills:	<i>In My House</i> Application
01. Demonstrate the ability to use communication skills to enhance health.	a. Describe the causes and effects of conflict in schools and families.	The "Respecting Others" module discusses the importance of tolerance and empathy with peers. Conflict resolution skills are presented and practiced through journaling and role-play. Anger management strategies are also presented and practiced in the "My Feelings" module. Effective communication to resolve conflict or resist pressure is also addressed in the "Relationships" module, "Having Fun" module, and "My School" module.
	b. Demonstrate refusal and decision-making skills that enhance personal relationships including substance use and abuse.	The "Alcohol, Tobacco & Other Drugs" module presents refusal skills that are practiced by students through journaling and role-play. Decision-making as it relates to substance use and other high-risk behaviors is addressed in the "Alcohol, Tobacco & Other Drugs" module, "Having Fun" module and the "My Future" module.
	c. Explain interpersonal communication skills that can be used to build interactions between family, friends, and community.	Strategies for effective communication are presented and practiced in the "Relationships" module. Passive, aggressive, passive-aggressive, and assertive communication styles are defined and discussed. Listening skills are also presented and practiced in this module.

826. Consumer Health

Standard -- The student will:	Content Knowledge and Skills	<i>In My House</i> Application
01. Organize, analyze, and apply health information practices and services appropriate for individual	a. Evaluate validity of health information, products, and services.	N/A
01. Organize, analyze, and apply health information practices and services appropriate for individual needs. (continued)	b. Analyze how the media influences information about tobacco, alcohol, and drugs.	The "Alcohol, Tobacco & Other Drugs" module explores media messages about substance use and corrects students' misconceptions. The "My Self-Image" module also takes a broader look at the impact of media messages on self-image.

	c. Determine health resources available in personal community and state.	N/A
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827. Mental and Emotional Wellness

Standard -- The student will:	Content Knowledge and Skills	<i>In My House</i> Application
01. Understand and demonstrate the key components to positive mental health and emotional health.	a. Analyze skills that positively express personal emotions and feelings.	"My Feelings" module takes a comprehensive look at feelings and provides students with strategies for experiencing and expressing feelings in a healthy, constructive manner. Special emphasis is placed on feelings of happiness, fear, anger, pride and sadness. Decision-making, self-efficacy, seeking support from others, acceptance and relaxation skills are applied in the "My Feelings" workbook.
	b. Analyze the influence exercise has on relieving mental and emotional tension.	Stress management and physical activity are addressed in the "My Body" module. In addition, strategies for coping with negative emotion, such as talking to others, exercise, relaxation and acceptance, are applied in the "My Feelings" module.
	c. Identify skills necessary for stress management, decision-making, and managing conflicts.	Throughout the <i>In My House</i> curriculum, core skills such as talking and listening, decision-making, stress management, acceptance, assertiveness, and goal-setting are integrated into each of the 10 subject modules as appropriate. The "Alcohol, Tobacco & Other Drugs," "Respecting Others," "Relationships," "My Body," "Having Fun," and "My Future" modules are especially strong in the areas of decision-making and coping strategies, especially in the face of difficult situations or conflicts.
	d. Explore aspects of emotional safety.	The "My Feelings" and "Respecting Others" modules address hard-to-share feelings and provide students with an opportunity to explore healthy ways to cope and share these feelings.
	e. Explore factors that influence the use of alcohol, tobacco and other drugs.	The influence of peer pressure on student attitudes and decisions regarding substance use is explored in several modules, including "Alcohol, Tobacco & Other Drugs," "My Body," "My School," "Having Fun," and "My Future." Use of alcohol or other drugs to cope with feelings is addressed briefly in the "My Feelings" module.

725. Reading/726. Writing/727. Listening/728. Speaking

The *In My House* curriculum utilizes the process of *Interactive Journaling*® to help students understand and apply new information to their own lives. The *Interactive Journaling*® process involves reading bite-size pieces of information, viewing supporting graphics that emphasize key concepts, writing responses to questions that help students self-assess and integrate new information, and sharing ideas with peers. This structure and process supports many of the fundamental standards for developing students reading, writing, listening and speaking skills. A few key standards are highlighted below.

725. Reading	02.(b) Activate and draw upon own experiences to connect to reading selections	The <i>Interactive Journaling</i> ® process utilized throughout the <i>In My House</i> curriculum is designed to draw upon students' individual life experiences. Questions help students consider, "What does this information mean to me?" so that new concepts and skills can be applied in a specific and practical manner that serves each individual.
	03.(d) Use personal or objective criteria to do the following: draw conclusions, make inferences, determine meanings, form opinions, and make judgments.	The <i>In My House</i> curriculum challenges students to integrate new concepts and skills into their previous beliefs and behaviors. They are not passive participants in a didactic education experience, but rather active players in determining and discussing how the curriculum concepts fit with their own experience and how they wish to apply skills in the present and future.
	04. (c) Synthesize what has been read: identify main ideas, connect new information, ask questions, use prior knowledge and text to draw conclusions, make critical judgments and form unique interpretations from text.	As stated above, students are consistently challenged to draw conclusions about the application of curriculum concepts in their own lives. This is achieved through <i>Interactive Journaling</i> ®, role-plays, and discussion. In addition, the student materials encourage expression of ideas in a variety of forms, including words, pictures and use of color. The metaphor of the house utilized throughout the curriculum encourages student creativity in their exploration of self and the application of new concepts.
726. Writing	01.(b) Write in a variety of formats to record, generate, and reflect upon ideas.	The <i>In My House</i> curriculum encourages use of a variety of expressive formats, including sentence completion, open-ended questions, and use of color and art to express ideas in print.
727. Listening	01.(c) Develop use of effective interpersonal listening skills.	Listening skills are expliciting addressed in the "My Relationships" module, but are also fundamental skills applied throughout the <i>In My House</i> curriculum. In addition, the process of journaling, sharing, discussing, and role-playing further facilitates the development of students' listening skills.

728. Speaking	03. (a) Clearly express opinions and judgments	The <i>In My House</i> curriculum encourages independent thinking and expression of personal experiences, beliefs and ideas. The <i>Interactive Journaling</i> ® process provides a structure for students to consider their own opinions and share them with others in small or large groups.
	03. (b) During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior.	Not only are students challenged to identify and share their own beliefs and opinions, but this process also helps them practice how to listen to others in a respectful and courteous fashion. Additionally, students can learn how to be empathetic and supportive of other students' experiences and perspectives and share their feedback with one another.